



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10111156
SAU: Bangor School Department
School: Fairmount School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

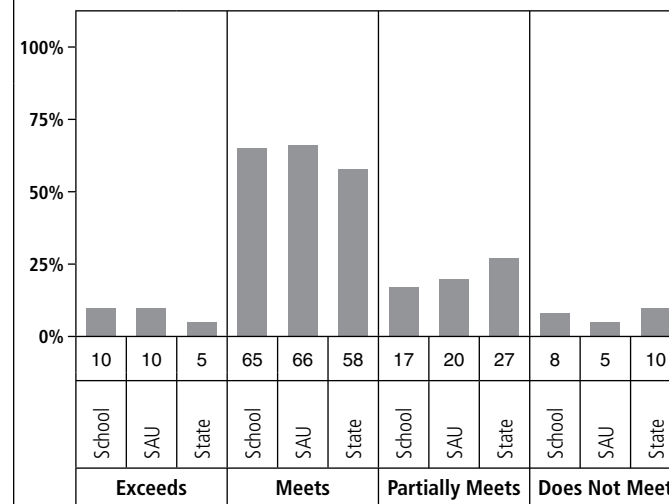
SAU: Bangor School Department

School: Fairmount School

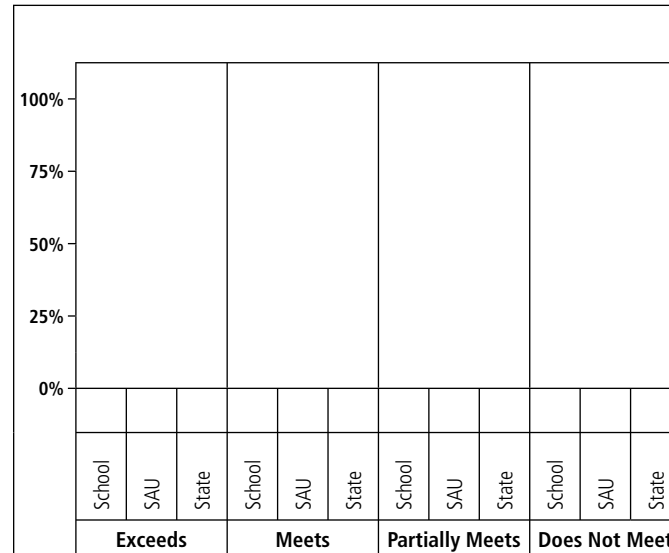
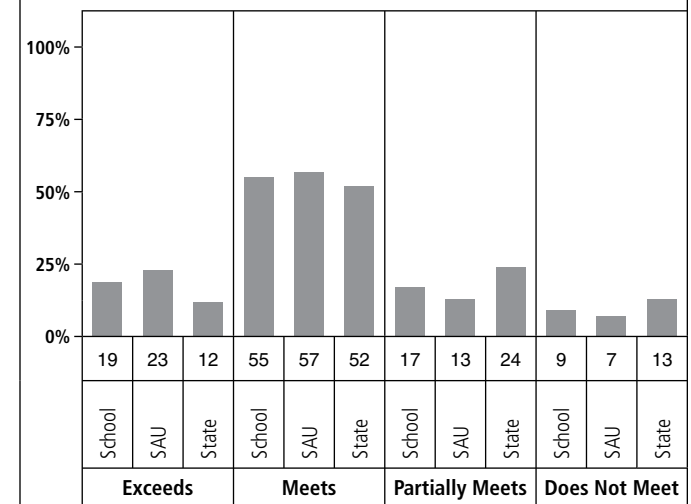
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	546	544
2006–2007	547	547	544
2007–2008	547	548	545
Cum. Avg. *	546	547	544
Mathematics			
2005–2006	547	549	543
2006–2007	551	552	546
2007–2008	550	552	546
Cum. Avg. *	549	551	545
ELA – Writing			
2005–2006			
2006–2007	545	544	541
2007–2008	540	540	538
Cum. Avg. *			

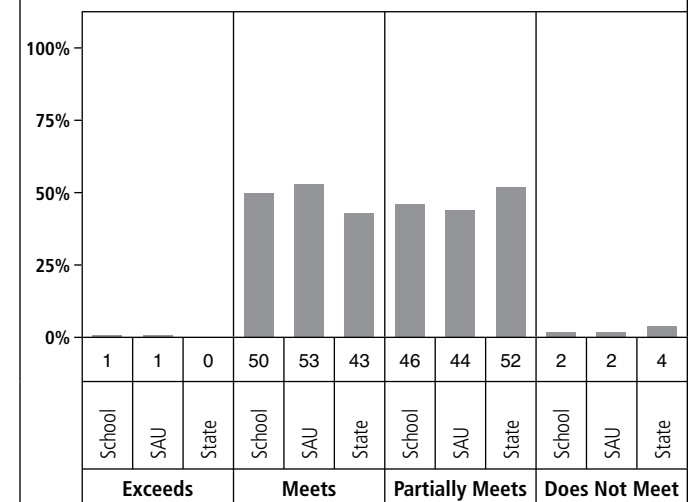
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Bangor School Department
 School: Fairmount School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	140	100	265	100	14240	100	139	100	262	100	14157	100	139	100	262	100	14156	100							139	100	261	100	14107	99
Ethnicity African American/Black	2	1	4	2	404	3	2	100	4	100	396	98	2	100	4	100	398	99							2	100	4	100	388	96
American Indian or Native Alaskan	2	1	2	1	118	1	2	100	2	100	118	100	2	100	2	100	118	100							2	100	2	100	118	100
Asian or Pacific Islander	1	1	4	2	201	1	1	100	4	100	199	99	1	100	4	100	199	99							1	100	4	100	197	98
Hispanic	0	0	3	1	178	1	0	0	2	100	170	97	0	0	2	100	174	99							0	0	2	100	171	97
Caucasian/White	135	96	252	95	13339	94	134	100	250	100	13274	100	134	100	250	100	13267	100							134	100	249	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	26	19	48	18	2555	18	25	100	45	100	2528	99	25	100	45	100	2526	99							25	100	45	100	2507	99
Current LEP	0	0	1	0	337	2	0	0	1	100	328	97	0	0	1	100	334	99							0	0	1	100	323	96
Economically disadvantaged	78	56	115	43	5574	39	78	100	113	100	5528	99	78	100	113	100	5531	99							78	100	113	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	90	64	182	69	11042	78	95	68	188	71	11006	77							94	67	184	69	11127	78
Identified disability (PET/IEP)	0	0	1	1	396	4	3	3	4	2	404	4							2	2	3	2	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	1	1	6	3	134	1	2	2	7	4	133	1							2	2	7	4	136	1
Participation with accommodations	46	33	77	29	2974	21	41	29	71	27	3014	21							42	30	74	28	2845	20
Identified disability (PET/IEP)	22	48	41	53	1996	67	19	46	38	54	1986	66							20	48	39	53	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	2	4	10	13	76	3	1	2	9	13	77	3							1	2	9	12	74	3
Other	22	48	27	35	766	26	21	51	25	35	801	27							21	50	27	36	710	25
Participation through alternate assessment (PAAP)	3	2	3	1	136	1	3	2	3	1	136	1							3	2	3	1	135	1
Identified disability (PET/IEP)	3	100	3	100	136	100	3	100	3	100	136	100							3	100	3	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	1	3	1	19	0	1	1	3	1	23	0							1	1	3	1	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	1	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Fairmount School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	8	6	21	8	721	5
	2006-2007	15	9	30	10	702	5
	2007-2008	13	10	25	10	659	5
	Cum. Total*	36	8	76	9	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	63	46	138	55	7571	53
	2006-2007	89	55	165	57	7730	55
	2007-2008	89	65	170	66	8195	58
	Cum. Total*	241	56	473	59	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	54	40	76	30	4343	30
	2006-2007	51	32	81	28	4182	30
	2007-2008	23	17	51	20	3800	27
	Cum. Total*	128	30	208	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	11	8	16	6	1628	11
	2006-2007	6	4	16	5	1419	10
	2007-2008	11	8	13	5	1362	10
	Cum. Total*	28	6	45	6	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.1	64.8	31.6	65.8	29.2	60.8
Literary Text	24	50	15.7	65.4	15.9	66.3	15.0	62.5
Informational Text	24	50	15.4	64.2	15.7	65.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Bangor School Department
 School: Fairmount School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	13	10	89	65	23	17	11	8	547	259	10	66	20	5	548	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										4						388	1	39	34	26	538
American Indian or Native Alaskan	2										2						116	0	44	45	11	541
Asian or Pacific Islander	1										4						197	5	64	23	8	546
Hispanic	0										2						167	2	47	37	14	542
Caucasian/White	131	13	10	85	65	22	17	11	8	547	247	10	65	20	5	548	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	5	23	8	36	9	41	535	42	0	26	50	24	537	2392	0	26	42	31	536
No	114	13	11	84	74	15	13	2	2	550	217	12	73	14	1	550	11624	6	65	24	5	547
Current LEP																						
Yes	0										1						319	1	36	34	29	537
No	136	13	10	89	65	23	17	11	8	547	258	9	66	20	5	548	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	75	3	4	42	56	19	25	11	15	543	110	5	55	28	11	544	5454	2	48	35	15	541
No	61	10	16	47	77	4	7	0	0	553	149	13	73	13	1	551	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	136	13	10	89	65	23	17	11	8	547	259	10	66	20	5	548	14011	5	58	27	10	545
Gender																						
Female	64	10	16	41	64	8	13	5	8	550	122	17	66	13	4	550	6766	7	62	24	8	546
Male	72	3	4	48	67	15	21	6	8	545	137	3	66	26	6	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	10	71	4	29	0	0	544	31	0	68	32	0	543	1751	1	35	44	21	538
No	122	13	11	79	65	19	16	11	9	548	228	11	65	18	6	549	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	136	13	10	89	65	23	17	11	8	547	259	10	66	20	5	548	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Fairmount School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 53 40 5	0 5 8 0	0 7 15 0	1 46 36 4	25 66 68 67	2 13 6 1	50 19 11 17	1 6 3 1	25 9 6 17	538 546 550 545	2 52 41 4	0 7 13 0	17 65 70 70	67 22 13 20	17 6 3 10	536 546 551 545	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 53 8 3	7 5 0 1	15 7 0 25	33 50 4 0	69 70 40 0	7 10 4 1	15 14 40 25	1 6 2 2	2 8 20 50	551 547 540 536	35 53 9 4	14 8 0 11	72 69 50 0	13 19 41 44	1 5 9 44	552 547 542 533	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	39 49 11 1	7 6 0 0	14 9 0 0	33 44 10 0	65 68 67 0	7 12 3 0	14 18 20 0	4 3 2 1	8 5 13 100	549 548 542 524	41 50 9 0	14 7 0 0	70 66 59 0	11 25 32 0	6 2 9 100	551 547 542 524	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 71 17	0 7 6	0 7 27	7 66 14	41 70 64	6 16 0	35 17 0	4 5 2	24 5 9	538 548 553	12 68 20	0 8 18	45 70 66	39 19 10	16 3 6	540 548 552	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 58 31	0 7 6	0 9 15	8 49 30	53 64 73	4 14 4	27 18 10	3 7 1	20 9 2	539 547 552	10 53 37	0 10 11	46 64 75	38 21 12	15 5 2	539 547 551	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	26 57 9 8	5 7 0 1	15 9 0 9	22 52 8 5	65 69 67 45	5 12 1 4	15 16 8 36	2 4 3 1	6 5 25 9	551 547 543 543	22 58 10 10	16 9 0 4	65 73 58 36	15 14 29 52	4 3 13 8	551 549 542 541	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	23 23 54	3 3 7	10 10 10	13 20 52	45 69 76	9 3 6	31 10 9	4 3 3	14 10 4	544 548 549	25 21 53	8 10 10	52 63 76	32 19 12	8 8 2	544 548 550	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	20 60 0 20	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 2 0 0	0 67 0 0	1 1 1 1	100 33 100 100	516 533 533 518	83 4 0 13	7 0 0 11	63 0 0 44	27 67 67 33	3 33 33 11	547 533 533 543						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Fairmount School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	13	10	35	14	1415	10
	2006-2007	37	23	63	22	1711	12
	2007-2008	26	19	60	23	1617	12
	Cum. Total*	76	18	158	20	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	83	61	151	59	6503	45
	2006-2007	81	50	158	54	6778	48
	2007-2008	75	55	148	57	7284	52
	Cum. Total*	239	55	457	57	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	32	24	54	21	3945	28
	2006-2007	37	23	57	20	3884	28
	2007-2008	23	17	34	13	3341	24
	Cum. Total*	92	21	145	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	8	6	14	6	2434	17
	2006-2007	6	4	14	5	1683	12
	2007-2008	12	9	17	7	1778	13
	Cum. Total*	26	6	45	6	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	10.3	68.7	9.0	60.0
Cluster 2: Shape and Size	14	29	8.7	62.1	9.2	65.7	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.7	54.0	2.8	56.0	2.2	44.0
Cluster 4: Patterns	14	29	8.8	62.9	9.3	66.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Fairmount School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	26	19	75	55	23	17	12	9	550	259	23	57	13	7	552	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										4						392	5	33	32	31	537
American Indian or Native Alaskan	2										2						116	5	42	31	22	540
Asian or Pacific Islander	1										4						198	16	59	15	11	549
Hispanic	0										2						173	5	45	30	20	541
Caucasian/White	131	26	20	71	54	23	18	11	8	550	247	23	57	13	6	552	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	7	32	6	27	9	41	534	42	0	36	31	33	536	2390	2	29	34	35	534
No	114	26	23	68	60	17	15	3	3	553	217	28	61	10	1	555	11630	13	57	22	8	548
Current LEP																						
Yes	0										1						330	4	36	27	33	536
No	136	26	19	75	55	23	17	12	9	550	258	23	57	13	7	552	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	75	7	9	36	48	20	27	12	16	544	110	12	51	24	14	545	5461	5	46	30	19	541
No	61	19	31	39	64	3	5	0	0	558	149	32	62	5	1	557	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	136	26	19	75	55	23	17	12	9	550	259	23	57	13	7	552	14015	12	52	24	13	546
Gender																						
Female	64	13	20	30	47	14	22	7	11	549	122	25	52	16	7	552	6767	11	51	24	13	546
Male	72	13	18	45	63	9	13	5	7	551	137	22	61	11	6	552	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	1	7	6	43	6	43	1	7	544	31	3	74	19	3	548	1755	1	37	39	23	538
No	122	25	20	69	57	17	14	11	9	551	228	26	55	12	7	553	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	136	26	19	75	55	23	17	12	9	550	259	23	57	13	7	552	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Fairmount School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	25	3	75	0	0	538	2	0	33	50	17	535	5	6	39	29	25	539
B. less than one hour	53	14	20	38	54	10	14	8	11	548	52	21	56	15	8	550	66	12	52	24	12	546
C. one to two hours	40	11	21	31	58	8	15	3	6	553	41	28	60	9	4	556	26	12	55	23	11	547
D. more than two hours	5	1	17	4	67	1	17	0	0	555	4	20	70	10	0	555	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	12	20	39	64	9	15	1	2	553	48	27	63	8	3	556	38	16	56	19	8	549
B. They match some of what I have learned.	44	11	19	32	55	10	17	5	9	551	41	17	62	15	6	551	48	9	53	26	12	545
C. They match just a little of what I have learned.	9	2	17	3	25	3	25	4	33	537	10	28	16	36	20	543	10	6	37	32	24	539
D. There is no match.	1	0	0	0	0	0	0	1	100	512	1	0	33	0	67	529	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	15	30	22	44	10	20	3	6	553	40	34	48	14	5	555	31	24	54	14	8	552
B. good	47	9	15	44	71	6	10	3	5	551	46	18	68	10	4	552	47	8	55	25	12	545
C. fair	13	2	12	6	35	5	29	4	24	541	13	9	53	22	16	544	19	2	43	35	20	539
D. poor	2	0	0	2	67	0	0	1	33	532	1	0	67	0	33	532	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	2	14	5	36	3	21	4	29	540	9	9	32	32	27	539	18	5	42	30	22	540
B. about the same as my regular schoolwork	69	15	17	56	62	13	14	6	7	551	68	19	64	11	5	552	66	11	55	23	11	547
C. easier than my regular schoolwork	21	9	33	11	41	6	22	1	4	554	23	40	46	12	2	558	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	2	15	6	46	3	23	2	15	545	8	11	37	32	21	541	21	10	48	26	16	544
B. two or three days a week	26	7	21	19	56	5	15	3	9	550	19	19	56	17	8	549	36	13	54	23	10	547
C. two or three times each month	40	8	15	36	68	7	13	2	4	551	43	21	68	7	3	554	27	12	54	23	11	547
D. never or almost never	25	9	27	13	39	7	21	4	12	550	30	32	47	14	7	554	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	25	0	0	2	50	1	25	540	2	40	0	40	20	544	7	12	44	25	19	543
B. two or three days a week	8	1	9	8	73	1	9	1	9	545	5	8	77	8	8	546	30	13	53	23	11	547
C. two or three times each month	33	11	25	23	52	7	16	3	7	551	33	28	57	10	5	554	34	12	54	23	10	547
D. never or almost never	56	13	18	43	58	12	16	6	8	551	60	21	58	15	7	552	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	1	7	7	50	5	36	1	7	546	8	25	45	25	5	551	7	7	40	25	28	539
B. 30–45 minutes	15	3	15	6	30	5	25	6	30	540	17	16	53	16	14	547	31	7	49	29	15	543
C. 45–60 minutes	39	14	27	28	54	8	15	2	4	554	52	28	54	12	5	554	40	12	55	23	10	547
D. more than 60 minutes	35	8	17	33	70	4	9	2	4	552	23	16	72	9	3	552	23	18	54	19	9	549
Optional school/SAU question																						
A.	20	0	0	0	0	0	0	1	100	512	83	29	56	7	8	553						
B.	60	0	0	0	0	2	67	1	33	533	4	0	0	67	33	533						
C.	0										0											
D.	20	0	0	0	0	0	0	1	100	500	13	0	78	11	11	546						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Fairmount School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	7 2	4 1	11 3	4 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	104 68	65 50	181 137	62 53	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	48 63	30 46	93 114	32 44	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 3	1 2	6 4	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.4	57.0	11.5	57.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.4	67.5	5.4	67.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Bangor School Department
 School: Fairmount School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	136	2	1	68	50	63	46	3	2	540	258	1	53	44	2	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										4						382	0	31	57	11	534
American Indian or Native Alaskan	2										2						116	0	28	66	6	534
Asian or Pacific Islander	1										4						196	2	55	42	2	541
Hispanic	0										2						170	0	29	62	9	535
Caucasian/White	131	2	2	68	52	58	44	3	2	540	246	1	54	43	2	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	8	36	12	55	2	9	534	42	0	26	67	7	533	2372	0	12	72	16	529
No	114	2	2	60	53	51	45	1	1	541	216	1	58	40	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	0										1						319	0	30	58	12	533
No	136	2	1	68	50	63	46	3	2	540	257	1	53	44	2	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	75	0	0	30	40	42	56	3	4	537	110	0	40	56	4	537	5435	0	32	61	7	535
No	61	2	3	38	62	21	34	0	0	544	148	2	63	35	0	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	136	2	1	68	50	63	46	3	2	540	258	1	53	44	2	540	13967	0	43	52	4	538
Gender																						
Female	64	1	2	39	61	24	38	0	0	542	121	2	65	33	0	542	6750	1	55	43	2	540
Male	72	1	1	29	40	39	54	3	4	538	137	1	42	54	3	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	4	29	10	71	0	0	536	31	0	29	71	0	536	1745	0	26	69	5	534
No	122	2	2	64	52	53	43	3	2	540	227	1	56	41	2	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	136	2	1	68	50	63	46	3	2	540	258	1	53	44	2	540	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Fairmount School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	25	2	50	1	25	532	2	0	17	67	17	530	5	0	29	57	14	533
B. less than one hour	53	0	0	30	43	38	54	2	3	538	52	0	49	49	2	538	66	0	44	52	3	538
C. one to two hours	40	2	4	33	62	18	34	0	0	543	41	3	62	36	0	543	26	0	45	52	3	538
D. more than two hours	5	0	0	4	67	2	33	0	0	543	4	0	50	50	0	540	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	35	1	2	26	57	18	39	1	2	542	35	2	62	34	1	542	25	1	54	42	3	540
B. good	45	1	2	29	49	27	46	2	3	539	46	1	53	44	2	540	50	0	46	51	3	538
C. fair	18	0	0	10	42	14	58	0	0	539	17	0	35	63	2	537	22	0	29	65	6	535
D. poor	2	0	0	2	67	1	33	0	0	541	2	0	75	25	0	541	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	0	0	10	63	6	38	0	0	540	13	3	58	35	3	540	14	0	33	56	10	535
B. about that same as my regular schoolwork	66	1	1	37	44	44	52	2	2	539	66	1	47	51	1	539	65	0	45	52	3	538
C. easier than my regular schoolwork	22	1	4	18	64	8	29	1	4	543	22	2	67	29	2	543	21	0	45	51	4	538
Optional school/SAU question																						
A.	20	0	0	1	100	0	0	0	0	542	83	0	61	39	0	540						
B.	60	0	0	0	0	3	100	0	0	527	4	0	0	100	0	527						
C.	0										0											
D.	20	0	0	0	0	1	100	0	0	528	13	0	44	56	0	538						